

Glossary of MoSTEP Terms

Advanced Programs: Programs at the post-baccalaureate level for 1) the advanced education of teachers who have previously completed initial certification or 2) the initial and/or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs at the graduate level.

Annual Report: A written reports prepared by the professional education unit each year attesting to its continuing capacity to meet the Board's standards and requirements. These reports reveal evolutions in the professional education unit and its programs.

Assessment: Purposeful gathering of information about student learning for purposes of providing feedback to learners and their guardians, teachers and other educational professionals, and approval/accrediting bodies (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests).

Assessment System: A comprehensive and integrated set of evaluation measures that provides information about candidate performance and the management and improvement of unit and program operations.

Benchmarks: Acceptable levels of quality or execution within a broader scope or definition or range of standards implementation.

Board: Missouri State Board of Education

Board Procedures and Standards: Procedures and standards for professional education programs as enumerated in State Board of Education Rules 5 CSR 80-805.015.

Candidates: Individuals who are seeking admission to or are enrolled in programs for initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure, majoring in education, and/or pursuing advanced preparation in professional education.

Certification: The process by which the Board grants professional recognition to an individual who has met certain predetermined qualifications specified by the Board.

Clinical Practice: Student teaching or internships in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

Clinical Faculty: Higher education faculty responsible for instruction, supervision and assessment of candidates participating in field experiences.

Competencies. Knowledge or skills expected of teachers or other education professionals.

Conceptual Framework: An underlying structure in a professional education unit that provides conceptual meanings to the unit's operation through an articulated rationale, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

Conditional Program Approval: Authorization for an institution to recommend candidates for certification for a period not to exceed two (2) years with conditions and limitations stipulated by the State Board of Education.

Content: The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, reading, counselor, or school administration).

Continued Approval: The approval status granted by the Board five years after a professional education unit has been initially approved and for as long as it continues to satisfy the Board's standards and requirements.

Cooperating Teacher: A teacher with at least three (3) years experience in a public or accredited nonpublic school setting, having professional classification certification in the content area and grade range being taught, with whom candidates are placed for student teaching or other field experiences to fulfill the requirements of a professional education program;

Cultural Diversity: The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, socio-economic status, gender, regional/geographic background, and exceptionalities. The Department of Elementary and Secondary Education does not consider diversity of regional or geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity.

Curriculum: Courses, experiences and assessments prescribed in a program of study leading to a degree or certification.

Department: Missouri Department of Elementary and Secondary Education

Distance Learning Program: A formal educational process in which the majority of instruction is provided apart from the confines of a traditional classroom setting where the instructor and students are separated by physical location.

Diversity: Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

Exceptional Populations (Exceptionalities): Populations (or individuals) who exhibit physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

Faculty Supervisor: A member of the professional education program faculty who monitors and evaluates candidates during their clinical practice experiences.

Field Experiences: A variety of early and ongoing experiences completed in a school setting or other educational venue where a professional education candidate may observe, assist, tutor, instruct and/or conduct research..

Full-time Faculty: Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

General Studies: Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

Global Perspective: The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, and social issues of a transnational global character.

Governance: The system and structure for defining policy and administering procedures for the professional education unit.

Initial Program Approval: The approval status granted by the Board as a result of a professional education unit having demonstrated its capacity to satisfy the Board's standards and requirements for the preparation of educational professionals.

Initial Teacher Preparation: Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

Integrative Studies: Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

Institutional Report: A summative report that provides context for the institution and professional education unit, an overview of the unit's conceptual framework, and detailed responses to the standards.

Knowledge Base: The base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

Licensure: The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional. Certification is often used interchangeably with licensure.

Multicultural Perspective: 1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; 2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socio-economic status, and exceptionalities in the education process; and 3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

Part-time Faculty: Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Studies: Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

Performance Standards: Definitions of what individuals preparing for professional education responsibilities need to know and be able to do.

Performance Indicators: Operational definitions that stipulate the kinds of knowledge and skills professionals must document to demonstrate that a performance standard is met. It is possible for a candidate to be judged to meet a standard without addressing each performance indicator.

Pre-service Teacher: Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

Professional Community: Includes, at a minimum, pK-12 schools, teacher/administrator educators, community college faculty/administrators, those responsible within the institution for subject-area content, and others involved in the educational enterprise.

Professional Development: Opportunities for higher education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in pK-12 schools, and so forth.

Professional Education Faculty: Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

Professional Education Unit: The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional personnel.

Professional Studies: Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

Program: A planned sequence of courses and experiences leading to a degree, state licensure, and/or adequate preparation to provide professional education services in schools.

Program Approval: The process by which the State Board of Education reviews a professional education program to determine if it meets the Board's standards for the preparation of school personnel. Used synonymously with program approval, state approval is the governmental activity requiring specific professional education programs to meet standards of quality so that their graduates will be eligible for state licensing for a period not exceed five (5) years.

Reflective Practitioner: An educational professional whose behavior involves active, on-going, and careful consideration of teaching beliefs and practices and the possible consequences which may result from them. The willingness to engage in reflection is related to attitudes of open-mindedness and responsibility.

Review Team: An on-site team whose purpose is to validate and evaluate the professional education unit and programs for educational certification. The team includes practicing elementary and secondary school educators and educators from institutions of higher education possessing State Board of Education approved professional education programs as well as a Department consultant.

Rubrics: Written criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarly Activities: The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

Student Teaching: Pre-service clinical practice for professional education candidates who are preparing to teach.

Summative Assessment: An assessment that measures the demonstration of knowledge and/or skills in comparison to a standard.

Technology: The application of electronic and other media to facilitate (1) development, delivery, and assessment of instruction, (2) problem solving, (3) personal and professional productivity, (3) administration of programs, and (4) access and exchange of information.

Tools of Inquiry: The resources and practices that facilitate the acquisition and sharing of knowledge associated with a discipline.

Unit: A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel. Also known as the "professional education unit."

Unit Head: The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.